

# Hart Learning and Development Limited

Monitoring visit report

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**Unique reference number:** 2539227

**Name of lead inspector:** Sambit Sen, Her Majesty's Inspector

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**Type of provider:** Independent learning provider

**Address:** Stevenage Centre  
Monkwood Way  
Stevenage  
SG1 1LA



## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Hart Learning and Development Ltd is a part of Hart Learning Group based in Hertfordshire. It currently provides apprenticeship training to one large national employer. At the time of the monitoring visit, Hart Learning and Development had 58 apprentices on the level 5 operations and departmental manager apprenticeship standard.

### Themes

**How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

**Reasonable progress**

Managers and tutors provide a customised training programme. Apprentices develop the transformational leadership and management skills prioritised and valued by their employer.

Managers review the content and delivery model of the apprenticeship programme effectively. For example, managers adapt the curriculum content to closely align with the leadership and management programme run by the employer. As a result, apprentices apply their new theoretical knowledge to their job roles appropriately.

Apprentices' line managers provide good support to the apprentices. They help manage the workload of apprentices to ensure that they get enough time to complete their course work. This ensures that apprentices quickly develop the skills required to complete their apprenticeship.

Too few apprenticeship tutors who work remotely benefit from training and development opportunities offered by the group, for example undertaking teaching qualifications and relevant staff development activities.

Governance arrangements are effective. Governors have a clear overview of the quality of the apprentices' learning experience. They pay attention to ensuring that

leaders and managers provide a programme that fully meets the training needs of employers.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?** **Reasonable progress**

Apprentices apply their new skills and knowledge effectively to their work settings. For example, apprentices adopt management models such as 'Circadian Rhythm' and 'Eisenhower Matrix'. They use these models to better manage their own and their team's time and work priorities. As a result, they become effective managers.

Managers maintain high-quality programmes through rigorous quality assurance processes. They frequently meet with the employers to discuss the ongoing development of each apprentice and ensure that they complete on time. As a result, most apprentices complete the apprenticeship programme.

Tutors plan learning effectively. They understand the prior leadership experience apprentices have, adapting the training accordingly. Apprentices remain focused and motivated to learn new skills and knowledge. Tutors support apprentices in their work roles effectively. Tutors work flexibly to plan training sessions that adapt to apprentices' busy working schedules.

Managers and tutors prepare apprentices thoroughly for their final assessments. Tutors further reinforce the requirements of the assessment at every training session. Apprentices understand how to achieve high grades.

Tutors have good subject knowledge and relevant experience of the financial sector. They use their knowledge to support apprentices effectively to develop their leadership and management skills within financial services. For example, apprentices develop confidence to guide and advise their clients on financial investments.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place?** **Reasonable progress**

Apprentices feel safe and are safe. They can articulate how safeguarding links to their roles. For example, they understand the evacuation protocol to follow for bomb threats. As a result, they undertake appropriate measures to minimise risks.

Leaders and managers ensure that they have up-to-date information about local safeguarding issues. The safeguarding lead works closely with local authorities to update and understand recent safeguarding concerns and threats. Apprentices are aware of their local safeguarding issues and take appropriate actions as necessary.

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